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ASSIGNMENT BOOKLET A

CMH1010

Community Health 1010: Section 2 Assignment and Section 3 Assignment

FOR STUDENT USE ONLY

Date Assignment Submitted:

Time Spent on Assignment:

(If label is missing or incorrect)

Student File Number:

Course Number: _____

FOR OFFICE USE ONLY

Assigned

Teacher: _____

Assignment

Grading: _____

Graded by: _____

Date Assignment Received:

Student's Questions and Comments

Apply Course Label Here

Name

Address

Postal Code

Please verify that preprinted label is for
correct course.

Teacher's Comments

Teacher

INSTRUCTIONS FOR SUBMITTING THIS DISTANCE LEARNING ASSIGNMENT BOOKLET

When you are registered for distance learning courses, you are expected to regularly submit completed assignments for correction. Try to submit each section of assignments as soon as you complete it. Do not submit more than one Assignment Booklet in one subject at the same time. Before submitting your section assignments or your Assignment Booklet, please check the following:

- Are all the assignments completed? If not, explain why.
- Has your work been reread to ensure accuracy in spelling and details?
- Is the booklet cover filled out and the correct module label attached?

MAILING

1. Postage Regulations

Do **not** enclose letters with your assignments or Assignment Booklets.

Send all letters in a separate envelope.

2. Postage Rates

Put your assignments or Assignment Booklet in an envelope and take it to the post office and have it weighed. Attach sufficient postage and seal the envelope. Assignment Booklets will travel faster if sufficient postage is used and if they are in large envelopes that do not exceed two centimetres in thickness.

FAXING

1. Assignment Booklets may be faxed to the school with which you are registered. Contact your teacher for the appropriate fax number.
2. All faxing costs are the responsibility of the sender.

E-MAILING

It may be possible to e-mail your completed assignments to the school with which you are registered. Contact your teacher for the appropriate e-mail address.



CAREER & TECHNOLOGY STUDIES

ASSIGNMENT
BOOKLET A

Family Dynamics
CMH 1010



Learning
Technologies
Branch

Alberta
LEARNING

FOR TEACHER'S USE ONLY

Summary

	Total Possible Marks	Your Mark
Section 2 Assignment	30	
Section 3 Assignment	30	
	60	

Teacher's Comments

This document is intended for

Students	✓
Teachers	✓
Administrators	
Parents	
General Public	
Other	

Community Health 1010
Family Dynamics
Assignment Booklet A
Section 2 Assignment and Section 3 Assignment
Learning Technologies Branch
ISBN 0-7741-1569-6

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ASSIGNMENT BOOKLET A

COMMUNITY HEALTH 1010

SECTION 2 ASSIGNMENT AND SECTION 3 ASSIGNMENT

Your mark for this course will be determined by how well you do your assignments in the Assignment Booklets.

This Assignment Booklet is worth 60 marks out of the total 100 marks for Community Health 1010. The value of each assignment is stated in the left margin.

Work slowly and carefully. If you are having difficulties, go back and review the appropriate topic.

Be sure to proofread your answers carefully.

Section 1 Assignment: The Nature of the Family—An Introduction

There is no assignment for Section 1.

30

Section 2 Assignment: The Nature of the Family—Digging Deeper

Read all parts of your assignment carefully and record your answers in the appropriate places.

In Sections 1 and 2, you've examined families as they exist in Canada today and compared them with families of earlier eras and, to some degree, families of other cultures. You've also looked at current trends that are affecting family life in our society and predicted changes likely to occur within family life in the future.

Your assignment is to prepare a report in which you do **two** things:

- compare a typical Canadian family of today with a family of an earlier era—at least 20 years earlier
- predict what effects current trends in our society will have on the family of the future

Be specific about the historical era you are comparing to today; in other words, don't write vaguely about "families in the past." You might, for instance, select a family of the 1950s, a pioneer family from the early years of the century, or a family from the time of the Great Depression of the 1930s.

You can gather your information about life in your chosen era from books you've read, library research, talking with older relatives and friends, or any other way you wish. (Many students choose to write about the era in which their parents or grandparents were children or teenagers and get their information that way.) If you've worked methodically through Sections 1 and 2 (especially Section 1: Activity 1), you may already have enough historical material to work with.

When writing your report, discuss things like

- family structures
- roles and responsibilities within families
- family traditions
- authority patterns and decision making within families
- the functions of families and the needs of their members that they fill

You can divide your report into two sections, one comparing past and present families and the other predicting into the future, or you can integrate the two. Whatever structure you choose, your report will be marked according to these criteria:

- content—what you say in your report
- organization and clarity (Don't forget your introduction and conclusion.)
- correctness of grammar, spelling, and punctuation

You can write the finished copy of your report in the space provided here, or you can do it on a computer and attach the printout firmly to this Assignment Booklet. If you choose to do the latter, be sure to label it clearly and thoroughly.

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Section 3 Assignment: Resolving Family Conflicts

Read all parts of your assignment carefully and record your answers in the appropriate places.

10

1. Select **two** of the following three situations and, in the spaces provided, explain, step by step, what would be involved if an effective conflict-resolution process were applied in each case. Note that your answer will include, in the Negotiation and Follow-up stages, a suggestion for how each conflict might be resolved.

Situation 1: A teenager wants to stay home and work at his or her job rather than accompany the family on a three-week vacation.

Situation 2: The parents of a girl in Grade 9 object to her going to a high school dance with a boy in Grade 12.

Situation 3: A teenager complains to his parents that he's not fitting in at school because he doesn't wear designer clothes with trendy labels. His parents can't afford clothes of this sort.

a. **Situation #** _____

Stage 1: Awareness

Stage 2: Setting Limits

[illegible][illegible]

b. **Situation #** _____

Stage 1: Awareness

Stage 2: Setting Limits

Stage 3: Argument

Stage 4: Negotiation

Stage 5: Follow-up

20

2. You and your older sister (or brother; take your pick, but references here will be to a sister) have always been good friends, but you've just had a fight. You'd made plans to go to a music festival together on the weekend, and you were looking forward to spending the day with her—a special day with just the two of you; but you discovered that she was planning to invite several of her friends along too. Now you'll just be the kid sister (or brother), tagging along; your day will be ruined.

When you learned this, you confronted your sister, accused her of being mean and selfish, and told her you never wanted to do anything with her again. When she tried to explain her side of things, you refused to listen; but now you've calmed down and regret some of the things you said. You've realized that you may not have been totally fair and that your sister may have had good reasons for her behaviour. You'd like to hear her point of view and, if possible, reach a mutually agreeable solution that will allow you to remain friends and maybe even salvage the day at the festival.

You approach your sister and tell her you'd like to talk. Write out a script of the conversation the two of you might have. Having taken Community Health 1010, you know all about effective communication and conflict resolution, and you intend to put what you've learned into effect. Your script should show that you do indeed understand the basic principles of listening, communicating, and working out differences.

Write your script in the space provided, or do it on a computer and attach the printout, clearly and fully labelled, to this Assignment Booklet. As an alternative, if you can enlist the aid of a friend, you can produce your script as a short radio play and record it on an audiocassette. If you're ambitious and have access to the equipment, you can even act it out as a short play and record it on a videocassette. If you send in an electronically recorded version, be sure to label it with your name (and, if applicable, student number), course, and section number and submit it with this booklet. Rewind the tape so it's set to start at the right place.

Your written script will be graded on these criteria:

- content—your understanding of the material studied in this section
- organization and presentation
- naturalness and authenticity
- correctness of grammar, spelling, and punctuation

If you submit a taped version of your script, marks will also be awarded for such things as voice, pacing, articulation, emphasis, and (in the case of a videotaped production) body language.

[illegible]

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